

English Language Arts Grade 4 Fall 2006

Response to the Paired Reading Selections Released Item #22 Scoring Guide



1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 There are many ways to reach a goal. Do you agree or disagree?

Explain your answer using specific details and examples from both "Presto Change-O! A Butterfly Appears" and "A Birthday Riddle." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

PART 1B: CHECKLIST FOR THE RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 3 of your **Answer Document**.

Is my response complete?	
Do I show how the two reading selections are alike or connected?	
Do I support my answer with specific examples and details from both reading selections?	
Do I take a position and clearly answer the question I was asked?	
CHECKLIST:	

NOTES/PLANNING

Michigan Educational Assessment Program Rubric for the Response to the Paired Reading Selections Grades 3–8

Here is an explanation of what scorers think about as they score this writing:

- The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

- A Off Topic
- B Written in a Language other than English or Illegible
- C Blank or Refusal to Respond
- D Retells or references the reading selections with no connection to the scenario question or theme
- E Responds to the scenario question with no reference to either of the reading selections

I gree that there are many ways to reaching a goal. Here's an example: Is you don't know how to kead then that could be your goal. For another example If you don't stay forcused and talk a lot you rould have stay forcused and Itop talking as your goal. If you want steerific details then each person still learning should have at least two goals while learning, Maybe even if you are doing really bad in school you could still have at least 3 goals. I could go on forever if I could but there so many ways that I ran't keep track of them.

Anchor Paper 1 Score Point E

The student takes a position ("I agree") followed by the student's personal opinion concerning how to achieve a goal. There is no reference to either of the selections. The response is not text-based and in fact shows no tangible evidence of the student having read the two selections at all.

T leasand today about Calespillar's and A Bullday
I learned today about Caterpillar's, and A Birthday Riddle. The Birthday Riddle is about a little boy's
birthday and a Dads birthday. The little boy Matthew
had trouble finding a present for his dad because
his dad was Raking leaf's and the Rake looked realy
rusty but his dad said wow this rake works well
So Matthew said I guess I can't get him that, In
Presto Chang-O the kid cought a caterpillar and he
did Something with it that was cool.
Well Matthew found out that his dad liked
Working around at the house, because everything that
he used worked finly. Matthew loved patting Riddle's
On peoples presents that were in his family. When it
was his dad's birthday he put a Riddle on his
fathers present and his dad coulden't find out what
the Riddle's awaser was. If they didn't know
What the gwiser was they could just open up
the present. Matthew gave his dad a note for
his birthday. Then Matthews dad loved the note
So much he said that he would take his whole
family on a trip.
In Presto Chang-o, a kid found a catapillar and
Stuck it in a little fly catcher, and gave

It the same plant that it was eating.
The kid was acting very kind and not builting
the Catespillar. The kid left the catespillar alone
When It was getting into it's chrysalis. When
the caterpillar got out of it's chrysalis and it's
Wings could fly the kid let the butterfly go.
Wings could fly the kid let the butterfly go. That is what I thought were my goals.

Anchor Paper 2 Score Point D

The student fails to take a position. The response consists only of a lengthy summary of both selections that has no connection to the task in the prompt.

I think there connected because in each story
Someone talk's and it's a prosen taking too. there
alik because they talk about someting sphile or cool
of both. And there both alik because they both
have pichers.

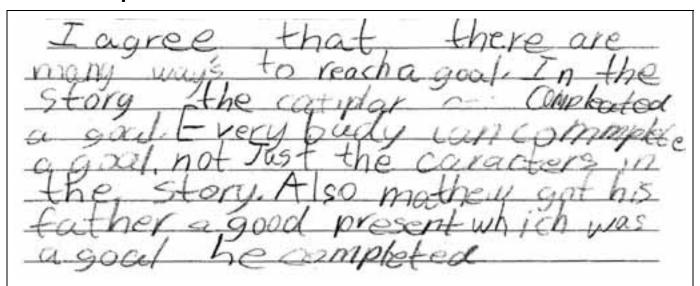
Anchor Paper 3 Score Point D

The student fails to take a position but does attempt to make multiple connections. (". . . in each story Someone talk's and it's a prosen taking too. there alik because they talk about something sphite or cool or both.") Unfortunately, the connections offered are trivial in nature and demonstrate no meaningful understanding of the text. Holistically, the response has no meaningful connection to the prompt.

I garee there are many ways to
Tagree there are many ways to reach a goal. In the st-Pchange-O the caterpillar is wanting to be a grise swallow tail butterfly. I agree there are many ways to reach a
anise swallow tail butterfly. I agree
there are many ways to reach a
-goal.

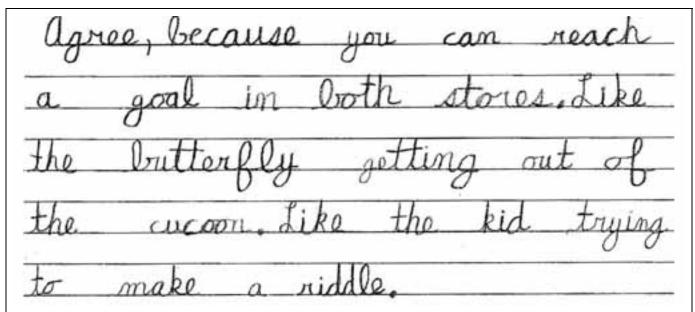
Anchor Paper 4 Score Point 1

The student takes a position ("I agree") and offers minimal support only from <u>Presto Change-O</u>. ("In Prest-echange-O the caterpillar is wanting to be a anise swallowtail butterfly.")



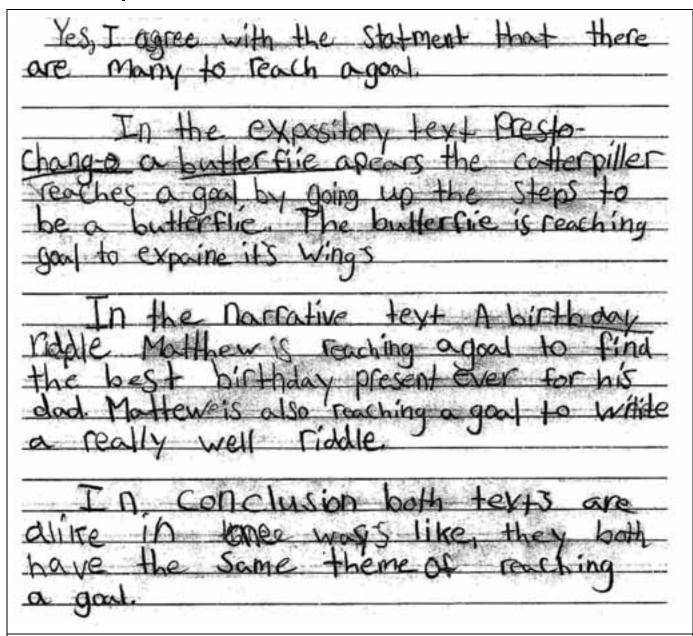
Anchor Paper 5 Score Point 1

The student takes a position ("I agree") and supports it with a minimal reference from A Birthday Riddle. ("Also mathew got his father a good present which was a goal he completed") The attempt of support from Presto Change-O ("the caterpillar compleated a goal") is too brief and vague to be creditable.



Anchor Paper 6 Score Point 2

The student takes a position ("Agree") and provides minimal support from both selections. ("Like the butterfly getting out of the cucoon. Like the kid trying to make a riddle.") The support from Presto Change-O is descriptive of a method of achieving a goal while the support from A Birthday Riddle describes the goal itself. Either type of support is creditable.



Anchor Paper 7 Score Point 2

The student takes a position ("Yes, I agree") and supports it with minimal references from both selections. ("...the caterpillar reaches a goal by going up the steps to be a butterflie. The butterflie is reaching a goal to expaine it's wings. . . . Matthew is reaching a goal to find the best birthday present ever for his dad. Mattew is also reaching a goal to write a really well riddle.")

do you agree or dissagree?
so you agree or assignees
I agree, there is many ways to reach a
I agree, there is many ways to reach a goal. In the story the birthday riddle? Matthew had reached his goal. His goal was
Matthew had reached his goal His goal was
that he had to tind appesent with a
his dod to work all time so he could
his dool to work all time so he could
find Ta Present with a riddle.
Butter Fly Appers A categoriler had to
Butterty Hims H carespiller had to
reach a goal. The catepillers goal was to turn into a butterfly. How the caterpiller
Producted it's and was for kept an one
Reacheded it's goal was he kept on eating
so it could furn into a butterfly-

Anchor Paper 8 Score Point 3

The student takes a position ("I agree") and provides partially successful support from A Birthday Riddle and Presto Change-O. In both references, the student goes beyond the mere naming of the goal to include brief but effective explanation of how the goal was achieved. ("He reached his goal by watching his dad to work all time . . . How the caterpillar reached it's goal was he kept on eating so it could turn into a butterfly.")

the caterpillar plans on eating so it can grow and make a chrysalis and form slowly into a butterfly. And in the story A Birthday Riddle Matthew has a goal to get his dad the perfort gift and the perfort riddle and he watches his dad rake leaves, wash the car, or clear his fishing reel. All those things were old, or rusty, so he thought he would want new ones.

But all those things were sidecial to his father so he thought about in more and he new the perfort gift and riddle like put all those things together and made a letter saying.

"Till help you rake leaves, wash the car, and Till be your fishing hiddy."

Both stories are about different ways you can reach a goal!

Anchor Paper 9 Score Point 3

The student takes a position ("I agree") and makes a partially successful reference from Presto Change-O ("... the caterpillar plans on eating so it can grow and make a chrysalis and for slowly into a butterfly.") and adequate use of ideas from A Birthday Riddle ("... he watches his dad rakes leaves, wash the car, & clean his fishing reel.... But all those things were special to his father.... He put all those things together..."). Unfortunately, the attempt at a connection ("Both stores are about different ways you can reach a goal!") merely repeats prompt language, which is not creditable.

Anchor Paper 10 Score Point 4

The student takes a position ("I agree") and provides an adequate reference from both selections. (". . . this kid kept watching the caterpillar so he could see how beautiful it looked, see he could of drew a picture of it instead. . . . he kept trying to find a present for his Dad & he finally found it after watching his dad to see what he likes.") Finally, the student provides a valid connection. ("They both had to watch something to find out what they needed.") All the necessary components (position, valid support from both texts, valid connection) are present for a score point of 4.

T 10 TO 11 1 11 11 100 100
I disagree that there are many many
toreach in I can prove it by giving details trom the stories "Presto-Chango! A Butterfly Appears" and the story "A Birthday Riddle"
from the stories "Presto-Chango! A Butterfly
Appears" and the storm "A Bir though Riddle"
-17
To UDrack a Change IN RUHENCI.
In "Presto-Chango! A Butterfly appears
there is only one way to watch
the metamorphosis of a caterpillar. The
only way to do it is by paying
close attention. The author even said
he payed close attention. If he
didn't pay close attentions he might
of missed as superstant part of
of missed an important part of
the caterpillars metamorphosis!
Marchan Branch Ball III
Also, in "A Birthday Riddle" there
is only one way to achive a goal.
Matthew's goal of finding a present
for his glad was also achived by
paying close attention. He watch him
Take which the consend the windshed
rake, wash the car, and also watched him clean his fishing. He watched
nim clean his tishing, He warched
everything very closely to find a

gift for !	ris dad.		
Both (1)	resto-change	! A Butterfl	y Appears " and
is only	one way	to reach	hat there goals. I hope
you agree	tails that	e and pay	attention to hat.

Anchor Paper 11 Score Point 4

The student takes a contrarian position ("I disagree") and provides an adequate use of ideas from both selections. ("...there is only one way to watch the metamorphosis of a caterpillar. The only way to do it is by paying close attention. . . . Matthew's goal of finding a present for his dad was also achieved by paying close attention. He watched him rake, wash the car, and also watched him clean his fishing.") Finally, a valid connection is established ("paying close attention . . . paying close attention").

. Les, I agree with the statement that there
is many ways to reach a goal.
In the expository text "Presto
Change-Old Butterfly Appears" there
is a goal trying to be reached
that is that the author wants to
burite about and raise a butter Fly.
There is many ways to do this I will
tell two ways. One way is to match and
watch a butterfly. The other way is to
look in books and watch them grow.
In the narritive text "Birthday Riddle"
there is also a goal trying to be reached
by a boy, Matthew, who is trying toto give
the best present to his father there are
Many ways to a deamplish this goal One
way is to watch the dad andda idea will
pop out or ask a member of the family
and maybe they!llk know.
In conclusion both text are alike
in several ways. This is only two. One
is that in both selections there was
a goal to be reached and both goals

the go	al in both	selections we	re
ed and	the goal i	s now a compl	shed
	ou can se	e there are	
	ed and	ed and the goal i	the goal in both selections we ed and the goal is now a completed as you can see there are

Anchor Paper 12 Score Point 4

The student takes a position ("I agree") and provides an adequate use of ideas from Presto Change-O. (". . . the author wants to write about and raise a butterfly. . . . One way is to catch and watch a butterfly.") The response continues with support from A Birthday Riddle ("One way is to watch the dad . . ."). Finally, the response ("One way is to catch and watch a butterfly . . . One way is to watch the dad") makes a valid connection between the two texts.

I do think that are a lot of ways to
reach your goal. I think in the story Presto-Change
-or to make it to the goal of getting a buttory
from a catterpieler. You have to catch it
then you have to feed it then wait. Or you
could just catch a butterfly! In the
Story "A Birthday Riddle" Motthew had to Find
out what his father wanted before he
could just have family time for
a present. Or he could have got something
that the alliready had and he could
that the allireally had and he could make a riddle to go with it.
The story's are alike because
in both storys somebody nets a present.
in both storys somebody gets a present. In "Presto Change-o" the person that catchered
the catterpicler got a butter fly In
the Story "A Birthday Riddle" Matthew
acts a glove for catching flies.
gets a glove for catching flies. and his fother got the present
of father and som time. That is
how they are connected.

Anchor Paper 13 Score Point 5

The student takes a position ("I do think that are a lot of ways to reach your goal.") and makes meaningful use of key ideas from each reading selection. The support for each is thorough and well developed. Insight is evident, especially in the connection provided. (". . . in both storys somebody gets a present. . . . the person that catchered the catterpielar got a butterfly! . . . his father got the present of father and son time.")

there are many ways to reach a goal.
In the expository text Presto Change-O! A Butterfly Appears I have
found a few different examples of ways to reach a goal First a conterpillars goal is to become a butterfly and live a long life. In this text the caterpillar
it needs to eat and then forming a
and then finding a mate and producing eggs. Another way for a caterpillar to
the caterpillar is born they should eat a lot to store energy and then form a
thrusalis. When the chrysalis turns black it means the caterpillar will soon hatch, when it does that even if it doesn't
find a mate and it doesn't produce eggs it will still have reached it's goal. So there are many examples of reaching

text.
Riddle" there are many ways to reach the same goal. Matthew's goal in this text
was to give his father a good gift and make up a good riddle to go along with it. One way he could of did it and reached his goal is he could of gotten
reached his goal is he could at gotten his father a new rake or a new car brush or a new fishing reel and he
his father probably would have been satisfied. Or he could have given him one of the best
father would surely be satisfied. There are many ways Matthew could have reached his goal in this story.
Both texts, "Presto Change-O! A Butterfly Appears" and "A Birthday Biddle" are alike in two ways. First off both texts share the same theme, determination. Also both authors have the main characters trying to overcome a challenge that occurs to other
characters trying to overcome a challenge that occurs to other butterflys and other people. I now know that both of these texts can be alike in many different ways.

Anchor Paper 14 Score Point 6

The student takes a position ("Yes, I agree") and clearly and effectively chooses key or important ideas from each reading selection to support his/her position. (". . . even if it doesn't find a mate and it doesn't produce eggs it will still have reached it's goal. . . . Or he could of given him one of the best gifts of all, a gift from the heart and his father would surely be satisfied.") The student makes meaningful use of key ideas from each reading selection. The support for each is thorough and well developed. Insight is evident, especially in the connection provided. (". . . both texst share the same theme, determination. Also both authors have the main characters trying to overcome a challenge that occurs . . .")